**Unit Planning Guide: Grade 5 Unit 2**

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| Unit Title: Informational Text | Pacing (Duration of Unit): 6 weeks |
| Grade:5 | Buffer Day(s): 5 |

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| **Desired Results** |

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| **Transfer Goals** |
| *Students will be able to independently use their learning to:*   * Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods. * Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes * Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations. * Communicate ideas effectively in writing to suit a particular audience and purpose * Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes * Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts * Develop the habit of reading for enjoyment |

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| **Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)** |

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| **Standards (Priority Standards in bold):**  RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.  RI.5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.   * RF.5.4: Read with sufficient accuracy and fluency to support comprehension. * **W.5.2: Write informative / explanatory texts to examine a topic and convey ideas and information clearly.**   + **(a) Introduce a topic clearly , provide a general observation and focus and group related information** **logically; include formatting (e.g.headings ) illustrations, and multimedia when useful to aiding comprehension.**   + **(b) Develop the topic with facts , definitions, concretes details, quotations, or other information and** **examples related to the topic.**   + **(c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in** **contrast, especially).**   + **(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.**   + **(e) Provide a concluding statement or section related to the information or explanation presented.**   **5.W.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.**  **5.W.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.**  **5.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.**   * **(b) Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).** * SL.5.1:Engage effectively in a range of collaborative discussions (one-on-one, group and teacher-led ideas) on grade 5 topics and texts, building on others' ideas and expressing their own ideas clearly.   + (c)**:** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.   + (d):Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. * **SL.5.5: Use multimedia components (e.g., graphics, sound) and visual displays in presentations when** * **presentations when appropriate to task and situation.** * **L.5.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking   **L.5.4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).** | **WIDA for English Language Learners**  Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**  In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports. |

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| **Meaning (\*Mostly assessed through Performance Tasks/Assessments)** |

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| **Big Ideas:**   * Informational text is organized differently than fiction. The structure and features of informational text support readers in locating, understanding, and using important information easily and efficiently. * The purpose of an informational text is to provide information (facts) about the world around us. * Process of summarizing and/or paraphrasing * There are a variety of ways to organize and write informational text to suit a particular audience and purpose. | **Essential Questions:**   * Why would we choose to read informational text instead of reading fiction? * How is reading informational text different from reading fictional text? * What is the most effective way to present information gathered from multiple sources? |

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| **Acquisition (\*Mostly assessed through traditional summative assessments)** |  |
| **Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.  *Students will know …*   * How to use and know the purpose of different text features (e.g., table of contents, index, glossary). * How to read informational text based on the purpose for reading. * How to generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations * How to record new learning that is relevant to a topic, including new vocabulary   *Key Vocabulary:*   * topic * concepts * compare * contrast * informational text * multimedia * research * text feature * analysis * interpret | **Skills:** The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)  *Students will be skilled at:*   * Using text features in an informational text to locate information related to questions/interests * Reading and interpreting facts to expand understanding of a topic * Generating open ended questions * Using multiple sources to research a topic or event * Identifying important information and supporting details * Analyzing and organizing relevant information appropriate to a topic * Summarizing or paraphrasing information as a way to present topics that have been researched |